# Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT OGDEN PREPARATORY ACADEMY January 3, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Ogden Preparatory Academy on December 4-5, 2006, included student record reviews, interviews with school administrators, teachers, and parents, and classroom observations. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from Ogden Preparatory Academy.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

#### Areas of Strength

The validation team found the following:

#### **General Supervision**

- USOE sent a data collection team to facilitate file reviews. The process allowed special education teachers to learn a great deal in the monitoring process and the content of the files.
- A process for regular file monitoring will be established in order to keep a handle on the condition of Ogden Preparatory Academy (OPA) files.
- The Ogden Preparatory Academy became aware of in-service needs.
- Teachers are enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Some are seeking reading endorsements and master's degrees.
- OPA is providing professional development on DIBELS, since each teacher will be responsible for assessing their student's achievement biweekly and reporting on it during grade level meetings.
- Files contained evidence of corrections identified as needed by USOE in Spring 2006.
- School staff ratio enables the provision of additional support to students with disabilities.
- Strong administrator knowledge and support of special education services.
- School administrator encourages the attendance of both general education teachers and special education teachers at state trainings.
- Paraeducators are certified and well trained; they are utilized effectively in both special education and general education settings.
- Special education files are well organized.
- School climate was positive; student work was visible and teachers were observed interacting positively with students in all settings. Parents feel that teachers treat students with "dignity and respect" and care about them.
- Classroom observations demonstrated the provision of accommodations such as additional assistance, reading tests aloud, peer buddies, and extended time, as per IEPs.

# **Parent Involvement**

- Parents were generally pleased with the special education program for their student.
- Parents notified Ogden Preparatory Academy of the positive attitudes of the teachers and felt that the teachers give extra help and attention as needed.
- Survey results indicated that parental involvement is a priority for the school staff, parents, and students and that parents should receive notice before any actions is taken.
- One parent took an active role in the UPIPS Steering Committee.
- Parents are regularly attending IEP meetings. This is documented by parent report and signatures on IEP forms.

- Parents and school staff report that parent concerns are considered.
- Parents feel that school special education staff help students understand their learning needs.
- Parents believe their input into IEP content is valued and used.
- Parents report their students are making progress at Ogden Preparatory Academy.
- Parents stated that they receive and understand their Procedural Safeguards.

# Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum.
- Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
- Students with disabilities have the opportunity to participate in all school activities.
- IEPs are current and generally contained measurable goals.
- U-PASS data results are considered and documented during IEP decision-making meetings.
- Ogden Preparatory Academy has a strong focus on providing special education services in the general classroom environment, but also provides a continuum of special education services as determined by the student needs.
- Individualized support is provided for all students within the general education class setting.
- Students report special education at OPA supports them and helps them receive better grades. They also described classroom accommodations they receive such as computer programs and books on tape.

#### **Transitions**

Ogden Preparatory Academy does not have students of transition age at this time.

### Disproportionality

• Ogden Preparatory Academy had 0 suspensions of greater than 10 days during the 2005-2006 school year.

#### Areas of Systemic Noncompliance\*

- ✓ Pre-referral interventions and results were not implemented before referral or documented as failing, with supporting data.
- ✓ Evaluation procedures not followed, specifically in the requirements for students later determined eligible as ID or SLD.
- ✓ Copies to parents of Review of Existing Data, Evaluation Summary Report, Eligibility Determination, and IEPs not documented.
- ✓ IEPs did not address participation in statewide assessments.

<sup>\*</sup>These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.